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ABSTRACT

The aim of career education is stated to be to avoid tracking lower class students into a time-serving education, one-way jobs, and narrow lives by preparing all for careers of their choice. To date, most career education programs have been concentrated in the suburbs. The National Urban Coalition wants career education to be made part of the curriculum of urban schools, so as to increase the options available to low-income and minority students. To achieve this goal, the coalition is working to enlist business, labor, and service organizations in planning school curricula and supplying jobs and training during and after schooling. On October 21-22, 1974, a National Conference on Career Education took place at Wingspread, which was, to the knowledge of the conference convenors, the first national conference to focus on career education for inner city students. It brought together representatives of business, labor, public service organizations, school systems and government, to develop plans that would open doors to higher education and careers to low-income and minority students. The 55 participants sought to pinpoint the ingredients of a good career education program and determine what it takes to administer one successfully. (Author/JM)

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# CAREER EDUCATION

Report of a Wingspread Conference

sponsored by

National Urban Coalition

and

Racine Environment Committee

in cooperation with

The Johnson Foundation

October 1974

Report prepared by
Peter Slavin

UD 015265

*PREFACE*

*It was neither accident nor casual decision which brought The Johnson Foundation to its role in supporting a National Conference on Career Education, with the National Urban Coalition and the Educational Assistance Program of the Racine Environment Committee.*

*The Johnson Foundation has a history of support of programs in the area of education and in the area of equity for minority citizens. The Wingspread Conference on Career Education for Minority and Low-Income Students, reported on in this publication, represents the "coming together" of these two areas of interest in an important way, at a significant time. For these reasons we were pleased to cooperate with the two sponsoring organizations in the career education conference at Wingspread.*

*In recent years we recall with pride The Johnson Foundation's cooperation with the National Urban Coalition on three other Wingspread conferences:*

- *a National Conference on Overcoming Barriers to Public and Private Investments in the Nation's Cities, February, 1973;*
- *a National Conference on Legal Health Issues, April, 1974;*
- *a National Conference on Revenue Sharing, June, 1974;*

*The Racine Environment Committee has been the urban coalition of Racine, Wisconsin. The Educational Assistance Program of the Racine Environment Committee grew out of a meeting held at Wingspread in 1968. At that time*

Racine citizens, including businessmen, met with Dr. Jerome Holland, then President of Hampton Institute.

During seven years of generous and unfailing support from business and industry in Racine, Wisconsin, the Educational Assistance Program has provided scholarships and services to approximately 600 low-income and minority students from the Racine area. This support has enabled them to attend post-secondary educational institutions of their choice - technical schools, colleges and universities.

This publication on Career Education is made available by The Johnson Foundation as part of its educational outreach program; to share with a reading audience the discussions which took place at Wingspread.

Another educational outreach of Wingspread conferences is The Johnson Foundation's public affairs radio series, Conversations from Wingspread currently broadcast on 80 radio stations throughout the United States. Two radio programs were recorded at the time of the Wingspread conference on "Career Education."* One was a discussion of Career Education and its relationship to minority citizens. The second was an interview with Kenneth Hoyt, Associate Commissioner, Office of Career Education, United States Office of Education. The latter program received a 1974

* Tapes of these programs are available to educational institutions without cost from The Johnson Foundation, Racine, Wisconsin 53401

Freedoms Foundation Honor Certificate, awarded for programs which help "to achieve a better understanding of the American Way of Life."

We hope that the dialogue of the Wingspread conference, the public affairs radio programs, and now this publication will bring new dimensions to existing and new programs in "Career Education."

Leslie Paffrath
President
The Johnson Foundation

*FOREWORD*

*The National Urban Coalition is an organization concerned with the well-being of the Nation's central city residents, particularly minorities, working class, and low-income. The Coalition's main concern in convening this national conference on career education for minority and low-income students was with making career education for this segment of the population a reality.*

*The National Urban Coalition seeks to:*

- *use career education to keep options open for the millions of students in this group - to attract these young people both to institutions of higher education and to satisfying work and, in the process, give them a reason not to drop out of school;*

- *help formulate a useful definition of career education that will guide all of us trying to put this idea into practice; and*

- *develop legislation and programs in this field at the federal, state and local levels.*

*We believe all this can be done if the private and public organizations which share an interest in the education and training of young people in the cities will collaborate. If career education is to become a vital part of urban school systems, business, labor, and service organizations must pool their resources with government at every level, especially the federal departments of Labor, Commerce, Agriculture, Interior and Health, Education and Welfare. It is public-private collaboration which offers the main hope for bringing career education to the central city's working class, low-income and minority residents, who need it most.*

*We acknowledge and appreciate the assistance of the Racine Environment Committee, a local affiliate of the National Urban Coalition, and the cooperation of The Johnson Foundation in convening this National Conference on Career Education.*

*M. Carl Holman*
*President*
*National Urban Coalition*

# INTRODUCTION

The nation seems agreed that the need to reform our educational system is urgent. Parents, teachers, students, business and labor, minorities and the poor, all find fault with the schools. If there is a central theme to these criticisms, it is that many children are not coming out of school prepared for meaningful lives. Career education is a response to the cry for reform.

Career education constitutes an attempt to prepare young people for life better than mere book learning does by fusing the academic and working worlds. It aims to teach students how to apply what they learn so they can make a living and cope with the work-a-day world beyond school. Career education is not an addition to the curriculum; rather, it is infused into all subjects. It means teaching students not only marketable skills but "coping skills" such as balancing a checkbook, filling out a job application and understanding a product label. Nor does it neglect Shakespeare. It is not anti-intellectual.

Career education is concerned with the whole person. It encourages students to use the school as only one place of learning, rather than view school and work as separate worlds. At a time when a college diploma is no longer a guarantee of a job, and bored teenagers drop out of school, or bring drugs and crime into them as "something to do" while they wait out the school-leaving age law, the need for education grounded in career goals seems obvious.

Career education is not the same as vocational education; the latter is only a part of career education. Career education does not simply involve job preparation but tries to prepare the whole person for a full and enriching life. It develops values, decision-making and problem solving. Career education is for all students, for all of life.

Career education is not the equivalent of the tracking system employed in European countries, wherein students are shunted onto academic or vocational tracks at an early age. Its aim is to avoid tracking lower class students into a time-serving education, one-way jobs, and narrow lives by preparing all for careers of their choice.

The drive for career education has been given urgency in recent years by two developments:

- The deterioration of urban schools to the point where many students do not attain even minimal reading, writing, and mathematical skills.

- The dramatic rise in unemployment among young people, resulting from various factors:
  - failure of the educational system;
  - migration of industry out of the inner-city;
  - growth in population outstripping the number of new jobs;
  - over-supply of labor in some professions and an undersupply in developing technical fields;
  - lagging student interest in the developing technical fields.

The upshot is that many young people do not develop basic skills and do not find work.

To date, relatively little has been done about career education in the cities. Most programs are concentrated in the suburbs, with the effect of widening the gap between the suburban haves and the urban have-nots. The National Urban Coalition (NUC) wants career education to be made part of the curriculum of urban schools so as to increase the options available to low-income and minority students.

To achieve this goal, the Coalition is working to enlist business, labor and service organizations in planning school curricula and supplying jobs and training during and after schooling.

This will require changes in the job community as well as in the schools, changes which depend upon more interaction between the schools and business, labor and other groups. The doors of the school must open to let the community into the school and the school into the community.

On October 21-22, 1974, a National Conference on Career Education took place at Wingspread, the conference center of The Johnson Foundation in Racine, Wisconsin. The conference was sponsored by the National Urban Coalition and the Racine Environment Committee in cooperation with The Johnson Foundation.

Dr. Reginald Wilson, President, Wayne County Community College, Detroit, and Dr. Norman Willard, Jr., Commissioner of Manpower of the Commonwealth of Kentucky, Co-Chairmen of the National Urban Coalition's Career Education Committee, served as Co-Chairmen of the Planning Committee for this National Conference on Career Education. This conference was, to the knowledge of the conference convenors, the first national conference to focus on career education for inner-city students. It brought together representatives of business, labor, public service organizations, school systems and government, to develop plans that would open doors to higher education and careers to low-income and minority students. The 55 participants sought to pinpoint the ingredients of a good career education program and determine what it takes to administer one successfully.

# CAREER EDUCATION FOR MINORITY AND LOW-INCOME STUDENTS

By: Kenneth Hoyt
Associate Commissioner
for Career Education
United States Office of Education
Washington, D.C.

Career education for low-income persons has to date generally been a matter of over-promise and under-delivery. If we are to do better, we must take a realistic look at the promises and problems of career education. These may be considered in terms of three types of assumptions underlying career education; conceptual, process, and programmatic. A brief outline of these assumptions follows.

## Conceptual Assumptions of Career Education

Two basic conceptual assumptions of career education constitute serious operational challenges when we seek to meet the needs of minority and low-income students. One of these assumptions is that career education is humanistically oriented. Both assumptions require brief discussion here.

From the outset, we have pictured career education as an emphasis for all persons, at all educational levels, in all settings in our society. We have said that career education should be available to very young children and to adults in the retirement years - to males and to females - to the physically and mentally handicapped and to gifted and talented persons - to high school dropouts and to college graduates - to the rich and to the poor. We have said that ALL persons need to know, understand, and act on the increasingly close relationships between education and work that exists in our society at the present time. The assumption, in my opinion, is sound and must be preserved.

This audience need not be reminded that without equal resources equality of opportunity is virtually impossible for those who must start out behind. In a

democratic society, "poor" is a relative concept. It is inevitable that some members of society will have more than others. Thus, in a relative sense, the presence of poor people does not seem evil. What is evil is the assumption that, in generation after generation, lower income persons must always be expected to come from the same families. To make any concept, such as career education, equally available to all is to guarantee that this situation not be perpetuated. Our philosophy is dedicated to destruction of the cycle of poverty.

The second conceptual promise of career education, for minority and low-income persons, is that it is humanistically oriented. I recognize how strange this statement must sound. If I didn't think I could defend it, I would not have said it.

I have tried to conceptualize career education around a four letter word called "work." In doing so, I have defined work as follows:

> "Work is conscious effort, other than activities whose prime purpose is coping or relaxation, aimed at producing benefits for oneself and/or for oneself and others."

This definition obviously includes unpaid work as well as paid employment. Its emphasis on "conscious choice" distinguishes "work" from "labor" that is forced on the person or performed involuntarily. Its emphasis on "producing" refers to the human need of all human beings to do - to accomplish - to achieve something that will allow the individual to be someone. Its emphasis on "benefits" illustrates the need we all have to know that somebody needs me for something - that it does make a difference that I exist. Former President Lyndon B. Johnson expressed this need well in a speech when he said "to hunger for use and to go unused is the greatest hunger of all." Career education is dedicated to relieving that hunger. That is why I say it is humanistically oriented.

It is obvious that career education speaks to what Maslow described as the higher order need for self-actualization. It is equally obvious that, if one

follows Maslow, meeting this need is dependent on meeting the more basic needs of survival, security, love, and belonging. We have translated our humanistic orientation for career education into goals that say we seek to make work possible, meaningful, and satisfying for each individual. In so doing, we, too, have obviously used an ordering of needs approach. That is, work cannot be "meaningful" until it is first "possible." It cannot be "satisfying" unless it is first "meaningful."

For several years, youth unemployment has been approximately three times as great as adult unemployment. Further, unemployment among minority youth has been approximately double that for white youth. Further, unemployment rates for females have been higher than for males. The sickening stability of the statistics takes on added meaning in times when general adult unemployment rates are rising. With unemployment rates in the inner-city higher than for the country as a whole, the employment prospects facing minority, low-income youth from inner-city environments seem bleak indeed. I have often observed that youth with nothing to do seldom do nothing. It is probably an understatement to say that we face an explosive situation.

The goals of career education can never be met for minority and low-income persons unless major and decisive action is first taken to attack and solve the youth unemployment problem. Survival and security needs, related to work, must take initial precedence over meeting higher order self-actualization needs. It seems both unwise and unproductive to emphasize the personal meaningfulness of volunteer, unpaid work to minority and low-income persons prior to meeting their needs for paid employment. They already know what it's like not to be paid. Unless there is paid employment available at the time students leave school, career education for minority and low-income youth, is a cop-out.

At the same time, if career education were to content itself only with mak-

ing work possible for minority and low-income youth, the goals of career education would obviously not have been met. We would run the great risk of assigning minority and low-income youth to a life of labor while reserving the personal meaningfulness of work for the more affluent. This simply must not be allowed to happen.

Process Assumptions of Career Education

As a process, career education follows the model of career development. This model envisions a sequence involving, in a progressive manner, (a) career awareness; (b) career exploration; (c) career motivation; (d) career decision-making; (e) career preparation; (f) career entry; and (g) career maintenance and progression. Special problems exist for minority and low-income persons in each stage of this process. Only brief mention of such problems can be made here.

Career awareness aims to acquaint the individual with a broad view of the nature of the world of work - including both unpaid work and the world of paid employment. That world cannot, for most inner-city youth, be seen in its entirety in their immediate neighborhood. More basic, that world is not known clearly to many of their teachers and counselors nor to their parents. Problems here are pervasive in most inner-city elementary schools.

Career exploration seeks to help individuals consider possible occupational choices based on their interests and aptitudes coupled with an understanding of the basic nature of various occupations and their requirements for entry. To be effective, career exploration must be more than a vicarious experience. Reading about work is like reading about sex - i.e., it may very well be stimulating but it is seldom satisfying. If minority and low-income youth are to leave their neighborhoods to explore the world of work first-hand, it is vital that they see some persons in the world who are products of low income inner-city neighborhoods.

If this cannot be accomplished career exploration may be more self-defeating than productive for such youth.

Career motivation concerns itself with work values and centers around helping the individual answer the question "Why should I work?" If persons from a very low-income family are asked whether they value "making money" or "helping people" more, it should not be surprising if they choose economic over altruistic values. Money, as a sole motivational base, prevents one from developing long-term self-sustaining motivational patterns. Unless minority and low-income youth can be given such a broader motivational base, they cannot be expected to persevere toward full career development.

One of Shelly's poems contains these lines: "Patience and Perseverance made a Bishop of His Reverence." Unless motivation can be diverse enough to produce perseverance, minority and low-income youth will find it difficult to afford the luxury of patience.

Career decision-making seeks to help the individual answer three questions: (a) what is important to me; (b) what is possible for me; and (c) what is probable for me? We have been more successful in demonstrating probable failure than possible success. Career decision-making, for minority and low-income youth, cannot be based simply on increasing self-understanding and understanding of occupational opportunities. Unless it is accompanied by understandings of how to take advantage of such opportunities, it is likely to be more frustrating than helpful in its results.

Decision-making is preceded by indecision. It isn't terribly serious to remain occupationally undecided if your father owns the factory. However, for the minority and low-income youth who have immediate economic needs, occupational indecision is a very serious matter indeed. Unless high quality career decision-making assistance is available, pressures of time will continue to force many

such youth to settle for lower levels of occupational aspiration than they should.

Part of career decision-making leads to occupational preparation programs. Problems of minority and low-income youth are particularly serious in this area of career development. It is obvious that long-run problems of minorities are dependent, in part, on more minority persons assuming community leadership roles-and that such roles are, at present, largely being taken by college graduates. Thus, there is an absolute necessity for encouraging more minority and low-income persons to attend college. If career education goals are to be met, college attendance will be seen as preparation for work - not simply for a degree. Too many such youth seem still to be regarding the college degree as an end in itself rather than as a means to an end.

While recognizing and emphasizing the great need for more minority persons to become college graduates, it would be both tragic and unfair to fail to emphasize post high school occupational preparation programs at less than the baccalaureate level. There can be no freedom if the full range of possible vocational preparation choices is not made available for choice. Career education cannot ignore or play down opportunities in vocational education for minority and low-income persons simply because more such persons should be going to college. Instead, the widest possible range of educational opportunities must be freely available for choice on the part of all minority and low-income youth - along with the financial aid necessary for implementing whatever choices such individuals make.

Finally, the continuing problems minority and low-income youth face in career entry and progression must be recognized. In recent years, a relatively great deal of attention has been focused on helping such youth solve problems of career entry. Problems of career progression and advancement are equally impor-

tant. If career education does not assume an active role in working with others to solve such problems, it will not have been beneficial, to the extent it has promised to be, for minority and low-income youth.

Programmatic Assumptions of Career Education

Finally, I would like to comment briefly on three programmatic assumptions of career education that are currently acting as operational deterrents to effective career education for minority and low-income persons. These are: (a) the assumption that career education is a collaborative effort; (b) the assumption that the classroom teacher is key to the success of career education; and (c) the assumption that career education is inexpensive.

From the beginning, career education has been pictured as a collaborative effort involving the formal educational system, the home and family, and the business-labor-industry-professional-government community. The strength of a given community's career education effort is dependent on the strength of each of these three collaborative forces.

Given this view, problems for minority and low-income students become immediately apparent. The inner-city school, when compared with its counterparts in the suburbs, is often seen as poor as its student body. Career education depends greatly on parents to teach positive work values, good work habits, and to assist youth in career decision-making. Adults living in the homes of many minority and low-income youth are, at present, not well prepared to accept such responsibilities. Career education counts heavily on the business-labor-industry-professional-government community to provide observational, work experience, and work-study opportunities for students. Further, it depends on the willingness and availability of members of that community to serve as resource persons in the classroom. If the business-labor-industry-professional-government community is

limited to the immediate neighborhood of the inner-city, a lack of both quantity and quality of effort is almost sure to be felt.

All three parts of this collaborative effort - the schools, the home and family structure, and the business-labor-industry-professional-government community must be strengthened if quality career education is to be provided for minority and low-income youth.

A second programmatic assumption is that the classroom teacher is key to the success of career education. Career education asks the teacher to use the community as a learning laboratory in which students can see career implications of subject matters. It asks that we open up the community to students and teachers for field trips and for "hands-on" experiences. It asks that many persons from the community be brought into the schools to serve as career education resource persons. It asks the teacher to use a project approach to teaching and to emphasize a "success approach," based on individualization of instruction, to the teaching/learning process. The many inner-city teachers who, day after day, find crowded classrooms, danger on the streets, and pupils who can't read, find it difficult to become enthusiastic about the pleas and visions of career education. The problems of many are compounded by their own lack of experience in or contact with the world of work outside of formal education.

The third programmatic assumption of career education is that it is inexpensive. This assumption is based, in part, on the fact that career education asks neither for new buildings nor for large increases in staff. It seeks to be infused into all subjects rather than being added on as yet another part of the curriculum. In part, this assumption appears to be erroneous. It is going to cost sizeable sums of money to give inner-city teachers the kind of in-service education they will need to work in career education. Parent education programs for career education in the inner-city will require special staff and so cost

money. Similarly, field trips and work experience sites for minority and low-income youth cannot be limited to the inner-city itself, but must extend out a considerable distance. This, too, will require staff and equipment and so cost money.

Career development programs, for minority and inner-city youth, must, if they are to be effective, be both heavily staffed and equipped with a wide variety of career exploration and decision-making equipment. All of this will be expensive. Finally, the largest costs will be those connected with guaranteeing access to post high school educational programs and to real, bonafide employment for minority and inner-city youth. Unless both are purchased, neither will be available and career education will have been yet another hoax society has played on such youth.

Concluding Remarks

In raising these problems career education faces in meeting needs of minority and low-income youth, I, in no way, intend to imply that I know immediate and effective solutions that can now be applied in solving them. At the same time, I find myself full of several beliefs regarding solutions to these problems. I would be less than honest here if I failed to state their general nature.

First, I am convinced that, of all the things needed, money must surely beat, by a very wide margin, whatever is in second place. Even more important, we need other branches of government - the U.S. Department of Labor, the Department of Commerce, the Department of Defense - and many others to join forces in emphasizinging and implementing relationships between education and work in our society. We need the business-labor-industry-professional community to recognize that they, too, have a stake in attaining the goals of career education. Finally, it seems to me that, in spite of our past failures to do so, we need to encourage the

churches of the nation to become involved in career education. They have a key role to play in problems involving value decisions and personal judgments.

Second, I am convinced that, in spite of the problems I have specified here, career education can be a reality for minority and for inner-city youth. Many examples exist throughout the United States where effective actions are already being taken. The conference program here is filled with some of the better examples. Many others exist which could not be brought here. In no way are the problems of providing effective career education for minority and inner-city youth incapable of solution. We need to build on the many good examples that now exist and go forward together.

Third, I am convinced that career education holds great promise for meeting major current needs of minority and inner-city youth. If, as a nation, we committed ourselves to career education for such youth, it would pay big dividends both in terms of bringing personal meaning and meaningfulness to their lives and in terms of bringing great benefits to the larger society. Career education is a winner. We should not abandon its implementation simply because formidable problems need to be solved. The best way to begin is to begin. And I think we should.

Finally, I am convinced that, in the absence of a found and comprehensive career education effort, problems of minority and inner-city youth will surely become more complex for them and more difficult for society in the years ahead. We cannot continue to do what we have done in the past. Career education offers a positive, action program for change. It seems to me to be worth trying.

* * * * * * * * * * *

This presentation by Dr. Kenneth Hoyt, Associate Commissioner for Career Education, U.S. Office of Education, was a high point of the conference. His address impacted strongly on the conference, hence on the outcome of the conference.

## CAREER EDUCATION MODELS

The following models were chosen as representatives of the types of programs being developed throughout the nation. There are, of course, many others. It is from the following models, as well as from the comprehensive knowledge of conference participants of other programs, that the National Urban Coalition model was developed by the conferees.

Throughout these presentations the need for industrial community/school interaction was emphasized repeatedly, as was the need for implementing agents.

HAAREN HIGH SCHOOL'S MINI-SCHOOL PROGRAM
Sponsored by the New York Urban Coalition

Presented by: Lynn Gray
Director
Haaren High School Program
New York Urban Coalition
New York, New York

Haaren High School has an enrollment of over 2,000 students. In 1970 Haaren's principal, beset by dropouts and drugs, joined with the New York Urban Coalition to establish 12 mini-schools within the high school. The mini-schools, self-contained units each enrolling from 150 to 200 students, were organized primarily to provide a feeling of community, thus improving teacher-student relations. A further goal was to increase options for the students. To achieve the latter goal, work experiences outside the school were offered.

"Streetworkers" were trained to work with the students. These workers, young men in their twenties living in the same community as the students, provided help with academic and social problems.

The intimacy afforded by the mini-schools appears to do away with the extreme loneliness felt by most students in big schools. The feeling of companionship is achieved by three factors:

a) Living together in a relatively small group of teachers and students;

b) Activities in and outside school to rally around;

c) Identifying problems and encouraging the students to solve them.

The Haaren experience indicates the importance of knowledge of self and community in education.

FLINT, MICHIGAN SCHOOLWIDE CAREER EDUCATION SYSTEM

Presented by: David Doherty
Assistant to the Superintendent of Schools
for Career Education
Board of Education
Flint, Michigan

The Flint school system's concern is for the end result of schooling - be that in the world of work or in higher education. The Flint schools attempt to provide the wherewithal for right choices, as well as the assurance of a secure move into the post-high school world. The features of its program are:

1. A reduced workload for counselors, enabling counselors to stick with counselees through the 13th year, in job or college. A commitment that the schools share a responsibility in the student's transition from school to work.
2. Creating in schools and students the idea that what the student does in school, as well as out of school, is important to society, that school is not just a preparation for life.
3. The acceptance of career education as a community responsibility.
4. Development of greater career awareness in parents.
5. Development of curriculum which assures the maintenance of career options.
6. Knowledge of work and leisure time activities.
7. Career guidance centers providing aptitude testing and counseling.
8. Development of a comprehensive placement office for all senior high school students and graduates.

CAREER EDUCATION IN THE RICHMOND, CALIFORNIA, SCHOOL SYSTEM

Presented by: Mary J. Sheeran
Director of Secondary Curriculum
Richmond Unified School District
Richmond, California

The Richmond Unified School District, an urban district, serves a large number of students from the Richmond Model Cities area; 90% of youths in this area are considered disadvantaged. The entire student population of the district is composed of 44.2% minority students.

The 1973 Career Education project developed by administrators, counselors and teachers consists of four phases:

1. Pre-school through sixth grade: Career awareness.
2. Seventh and eighth grades: Career orientation.
3. Ninth and tenth grades: Career exploration.
4. Eleventh and twelfth grades: Career preparation.

The goals, process and ultimate, include:

1. Develop a school-community advisory committee to assist in formation, implementation, evaluation and continuation.
2. Develop curriculum that will provide students with a wide base of career options; personal career decision-making and occupations that relate to the subject of instruction.

THE ECONOMIC DEVELOPMENT COUNCIL OF NEW YORK SCHOOL PARTNERSHIP PROGRAM

Presented by: Virginia Newton
Consultant
Policy Studies in Education
New York, New York

The program began in 1969 when the large number of high school dropouts and the large number of students who graduated with a general diploma unprepared for either work or further education motivated EDC to promote a cooperative effort between schools and business organizations. The program began in two high schools, one in Manhattan and one in the Bronx, and has expanded subsequently to include eight high schools.

Each school formed a committee of school administrators, faculty, students, parents, community and EDC representatives. The studies conducted by these committees brought out common problems leading to the development of projects focusing on career guidance and education, remediation in reading, mathematics and English as a second language, on student motivation and health, and on school administration and management.

Some of the major projects developed in the various schools were focused specifically on career education and guidance as ways to meet the specific needs of students. These projects included the development of a curriculum to promote self and occupational exploration and decision-making; a career exploration project to infuse career education in all subject areas; a Career Opportunities Resource Center to serve as a catalyst for the development of an integrated program of career education for all students; the use of an interest inventory (the OVIS) to survey the interest of the students and to relate the curricula more to students concerns; work study programs; and skill development programs in electronics and radio and in auto mechanics.

THE CAREER PROGRAM OF THE NATIONAL ALLIANCE OF BUSINESSMEN

Presented by: Fred Wentzel
Director
Youth Career Program
National Alliance of Businessmen
Washington, D.C.

NAB's model is catalytic, involving the interaction of the educational system and the business community. Its Youth Career Programs are in the realms of employment, guidance, motivation and college-industry relations. Programs include:

1. Youth Motivation Task Force: Puts successful business into the fifth grade through college classrooms in order to give students a positive feeling about going into business.
2. Employment: Provides summer jobs for needy students. Since 1968, NAB has provided 1,500,000 summer jobs by enlisting the cooperation of business and industry.
3. Guided Opportunities for Life Decisions: Provides work experiences including employer counseling and assessment.
4. Career Guidance Institute: Retraining of teachers so they better understand the skills students may need, by knowing the world of work and the labor market.
5. College-Industry Relations: An effort to help developing colleges assist disadvantaged students by bringing industry, established universities and developing colleges together. In college, students can gain the skills needed to compete for jobs.

THE NATIONAL ASSOCIATION FOR INDUSTRY-EDUCATION COOPERATION
SCHOOL-TO-WORK COOPERATION

Presented by: Samuel M. Burt
Director
Curriculum Research
National Association for
Industry-Education Cooperation
Silver Springs, Maryland

The National Association for Industry-Education Cooperation was established in 1964 as a means of mobilizing the resources of education and the work community, to improve the relevance and quality of education at all levels. It recognizes the need for a systems approach in helping educators design programs responsive to changes in the job market.

The School-to-Work Project is designed to assist secondary and post-secondary schools organize and conduct job placements for graduates and other school leavers about to enter the job market. These programs are run with the cooperation of organized labor and employers in the private, governmental, civic, military and quasi-governmental sectors of each community.

The N.A.I.E.C. has established industry-education councils in demonstration states at the local, regional and state levels. The council's general purpose is to help public schools improve their education and training programs; however, their initial task is to help establish school-to-work programs and supporting services (such as community resource workshops) in school systems.

For job placement programs to work, major changes in thinking are required of educators, labor people and employers. Educators must realize that students going directly into the labor market need as much counseling and aid as do colleged-bound students and that the community must be used in these efforts.

Organized labor and private employers must make long-range commitments to help the public schools expand and enrich their education and training programs.

They must also offer better career development programs of their own.

Business, industry and government must rely less on job candidates possessing diplomas and degrees and more on their having job skills. They must offer career development education and training on the job, particularly for lower level employees. In addition, the U.S. Department of Labor must greatly step up special services for youthful job seekers at its state and local offices so public schools can benefit from its job placement aid.

The professionals must stop relying on "hit and miss" licensing requirements for entry-level jobs; instead, they should provide for nationally standardized licensing examinations developed around career ladders and national career development programs based on job experience and continuing education.

The armed services must develop working relationships with local schools, so that students can appreciate the career opportunities in the armed services through personal experience - possibly including part-time paid employment and related training.

Civic and quasi-governmental agencies must offer students greater opportunities for volunteer work which has career possibilities and which may lead eventually to part-time paid employment while in school and full-time jobs after leaving school.

DEPARTMENT OF LABOR: YOUTH PROGRAMS

Merwin Hans, Executive Director, National Coordination Committee, Department of Labor, was unable to attend the conference. The following ideas are those Mr. Hans had planned to present to the conference.

For more than a decade, the Department of Labor has been engaged in large scale and diverse programs for youth. Focusing on the disadvantaged and poor, they have involved millions of youth in activities ranging from casual work experience to highly sophisticated paraprofessional training. Sponsorship has included not only traditional training institutions, but also community agencies, employers and labor unions, and newly formed organizations representing the poor and various minority groups. The setting for this training ranges from the classroom to the job site, to residential camps and even into correctional institutions.

What has been done is little more than a start in meeting the training needs of a large body of youth who are not now being served by more traditional approaches. This effort has been categorical in its application, centralized in administration and quite innovative in its presentation. For several years, it has been apparent that the first phase of this effort was about over and that it was time to move in new directions while retaining the same overall goals. The Manpower Development and Training Act and the Economic Opportunity Act had fulfulled their purposes but also outlived their usefulness.

The legislative definition of this new direction came about with the enactment of the Comprehensive Employment and Training Act (CETA). The thrust was to decategorize programs and decentralize administration to local units of government. Instead of 10,000 contracts administered by the Federal government, there would be less than 500 grants to local governments, and instead of dozens of program models, each with its own rules, restrictions and overlapping constituencies, there would be maximum flexibility and planning to serve the specific needs of

local communities. The earlier experience had developed the models and a body of trained program administrators and planners who could now assume their proper role as we move ahead to the next phase in the development of a broader ranging and more active manpower policy in this country, of which the training effort is only one part.

Having glanced backward at our beginnings and having noted the directions in which we are headed, it should be much easier to relate this effort to the subject of career education. These efforts are not in conflict or competitive although persons and institutions with narrow perspectives may view them as such. There will certainly continue to be competition for scarce resources and strong advocacy for one institution against another. New legislation does not change institutional behavior. DOL is working hard at making these new directions work. We are still trying to define the appropriate Federal role in this new system. We are assuming that others who work alongside us will view us as worthy colleagues.

* * * * * * * * * * *

David Gregal of the Job Corps filled in for Mr. Hans at the conference, explaining particulars of the Job Corps Program.

Job Corps is the only national youth training program operated by the Department of Labor.

The Job Corps was a pioneer effort of the Federal Government to help jobless or low-income youth, aged 16 through 21, become responsible, employable citizens. It is a nationwide program designed to provide, usually in a residential setting, basic education and job training to poor, out-of-school, out-of-work young people.

Residential training, either in the home area of away from home, is a unique feature, distinguishing the Job Corps from other Federal manpower programs. From the start, the Job Corps has been based on two key ideas: (1) that many underprivileged young people need a change of environment -- away from family or community problems, or both -- to make the most of their training; and (2) that these youth need not only work-training but also a full program of educational, health and recreational services.

Established in August 1964, the Job Corps opened its first center in January 1965. The program was originally administered by the Office of Economic Opportunity. On July 1, 1969, the Job Corps was delegated to the Department of Labor and integrated into its Manpower Administration. It is currently being funded through Title IV of CETA (Comprehensive Employment and Training Act) enacted December 28, 1973.

Job Corps offers training in 175 different job titles.

While most of the centers are for either men or for women, there is an effort toward co-educational training.

There are approximately 40,000 trainees who participate in the program yearly at 56 centers throughout the country.

CETA grants funds to local training sponsors for toher manpower training programs.

The U.S. Employment Service and Department of Labor Regional Manpower representative can provide information on specific youth training programs in a given area.

YOUTH CONSERVATION CORPS

Presented by: George Kreger
Manpower Development Specialist
Manpower and Youth Conservation Programs
United States Forestry Service
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The Youth Conservation Corps, sponsored jointly by the Departments of Agriculture (Forest Service) and the Interior, and working to assist the States, was supported by legislation in 1973. In the summer of 1974 the Youth Conservation Corps served 9,600 youth at a total of 280 camps, some residential, some nonresidential.

The purpose of the YCC program is to further the development and maintenance of the natural resources of the United States by employing young men and women to work on conservation projects in the healthful outdoor atmosphere of the National Park System, the National Forest System, and other public land and water areas of the Nation. The Departments have stressed three equally important objectives outlined by the enabling legislation. These objectives are to provide:

1. Gainful employment of America's youth, ages 15 through 18, during the summer months in a healthful outdoor atmosphere.
2. An opportunity for understanding and appreciation of the Nation's natural environment and heritage.
3. Further development and maintenance of the natural resources of the United States by the youth who will ultimately be responsible for maintaining and managing these resources for the American people.

YCC camp sites and nonresidential projects are located on the basis of two major considerations:

1. The availability of existing facilities that can be readied for YCC occupancy with a minimum expenditure of time, work and money.

2. The potential of the area for developing worthwhile conservation work projects on Federal and non-Federal public lands.

Within these limitations, the administering Departments endeavor to provide as broad a geographic distribution of sites as possible.

The kind of conservation work these young people to is limited only by the imagination of the planners, the YCC camp director and his staff, and of course, by the imagination and enthusiasm of the Corps members themselves.

There are stream banks to clear, trails to build, fish hatcheries to tend, park facilities to construct, trees to plant, animal habitats to study, air and water samples to gather, campgrounds to develop, erosion gullies to check, land to be surveyed, and a thousand and one similar conservation projects-all vitally needed and all providing opportunities for achieving lasting benefits for the environment.

For each YCC camp or project, a public school system, or other youth-serving organization will usually be named to recruit and select candidates who live within the boundaries of a designated recruitment area. This selection process serves to minimize transportation costs by employing Corps members as near to their places of residence as feasible.

Overall responsibility for recruiting and selection rests with the Federal or State administrative unit managing the projects.

In all cases, recruiting agencies are provided with guidelines to insure an equitable economic, racial, and social mix, as well as a fair distribution of urban youth with those from small communities and remote rural areas. Consideration will also be given to young men and women attending private or parochial schools within the recruiting area and to youth classified as "dropouts."

Youth may be employed during the out-of-school months as a member of the YCC, without regard to Civil Service or classification laws, rules or regulations,

as long as it is for the purpose of developing, preserving, and maintaining Federal and non-Federal public lands and waters. No one may be employed as a member of the Corps for more than 90 days in any single year.

## NATIONAL INSTITUTE OF EDUCATION'S EXPERIENCE-BASED CAREER EDUCATION MODEL

Presented by: John O'Brien
Project Director
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Ralph Baker
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NIE's Experience-Based Career Education Models are alternative secondary education programs capitalizing on available community resources and making maximum use of the experiential mode of learning for transition from dependance to self-reliance, from youth to adulthood and from school to work. They represent an alternative, not a substitute for schools. They rely heavily on community resources, including business, industries, labor unions and the schools. They rely heavily on exposure to the "real", non-school world. They are designed to help young people grow through making decisions and taking responsibilities. Basic and life skills are provided systematically through learning interaction between the student and the community.

Students are direct partners with the staff in the planning, execution and evaluation of their individual programs. The staff coordinates the program, processing contracts with the community agencies and industries involved. These community resources provide the learning experiences necessary for career awareness and exploration. Students spend approximately 50 to 70% of their time in the community, and at learning sites. The rest of the time is spent at Far West School, working with the staff in basic skills, problem solving and decision-making.

The Oakland program provided the conferees with the specifics of the NIE EBCE model. It is one of four versions of the EBCE model.

There are 109 volunteer students in the program, 48 Blacks, 12 Chicano, 47 White and 2 Asian. "Learning Coordinators" work with individual students on programs. One hundred sixty-six organizations and individuals (including IBM, Chevron Chemical Division, Standard Oil, the City Hall and Museums) provide work experience for the students.

The Oakland curriculum is designed to involve the student in the actual use of subject matter in a job, i.e. a student taking geometry can apply his learning to exploration in an architectual or surveying firm.

There are three levels of activity in the program:

a) Orientation - students are introduced to a career and decide if they are interested.

b) Exploration - students spend from 10 to 39 hours on a project exploring a career.

c) Investigation - students spend 40 or more hours investigating a career area.

Students are required, in addition to spend 5 hours a week in advisory group meetings with the Learning Coordinators.

All work is supplemented by workshops and tutorial assistance, as required. Assistance is provided by the Learning Coordinators, resource persons and specialists in reading, writing and math skills.

It appears that most students leave the program with both a high school diploma and an informed decision as to their future.

RACINE ENVIRONMENT COMMITTEE'S EDUCATIONAL ASSISTANCE PROGRAM

Presented by: David Brown
Director
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Racine Environment Committee
Racine, Wisconsin

In 1968 the Racine Environment Committee, recognizing that only 15% of the minority youths graduating from high schools planned to go on to college or technical school, set up a program whose objectives were:

1. To encourage minority youth to go on to higher education;
2. To work individually with youths seeking assistance in furthering their education, furnishing counseling and supplemental financial aid as required;
3. To encourage the colleges and technical schools attended by Racine minority students to respond to their particular needs.

The program also provides meaningful summer employment for the students. Local industries provide either jobs or the money to pay student salaries in public service jobs. Students are asked to contribute a portion of their earnings toward their scholarship.

MARQUETTE UNIVERSITY'S EDUCATIONAL OPPORTUNITY PROGRAM

Presented by: Arnold Mitchem
Director
Educational Opportunity Program
Marquette University
Milwaukee, Wisconsin

This program is designed to provide students with the skills needed to cope with the career world. The program has two divisions: one at the college level, the other at the high school level.

At the college level the program provides:

1. Help with the basic skills of communication, e.g. reading, writing, speaking, as well as math and problem-solving skills;
2. Assistance with the skills involved in "the understanding and manipulation of knowledge";
3. Placement in meaningful summer jobs. Students and employers agree to a four-summer program, followed by post-graduation employment.

At the pre-college levels, the program reaches out to high schools to encourage the schools to prepare and inspire students for college entrance.

## THE CONFERENCE: STRATEGIES FOR ACHIEVING CHANGE

Strategies for bringing about changes in the schools and the community necessary to make career education work were discussed by:

1. Edgar Epps
   Marshall Field Professor of Education
   University of Chicago

2. Richard Ferrin
   College Entrance Examination Board

3. G.T. Bowden
   Director of Educational Relations
   American Telephone and Telegraph Company

4. Norman Cartwright
   Community Relations Director
   Ohio Bell Telephone Company

Some of the points made by these speakers were the following:

In order to make possible continuous mobility for people between schooling and employment, there must be changes on the part both of the schools and the community. Adults will be dropping in and out of education throughout their lives, necessitating changes in such things as college and job entrance requirements and the thinking of company personnel directors.

Minorities and low-income students must be protected when career education is brought into their schools. There is danger that both will be shunted into jobs instead of on to college and that minorities, in seeking work, will suffer discrimination.

Employers must take the initiative in the cooperative efforts involved in bringing career education into the schools.

CAREER EDUCATION MODEL FOR THE INNER CITY, DEVELOPED AT THE CONFERENCE

Drawing on the foregoing examples and their knowledge of other programs in operation, the conference participants formulated a model career education program. The model was intended to be one that cities everywhere can turn to for guidance; in a sense, developing it was what the conference was all about. The model's chief features included:

1. Life Competencies - Providing students with basic life competencies, such as skills in decision-making, problem solving, value clarifying and goal setting.
2. Classroom Motivation - Helping students understand the career implications of academic subjects and using career-oriented methods and materials in teaching as one means of educational motivation.
3. Vocational Skills - Providing students with specific vocational skills that will enable them to find good jobs.
4. Work Experience - Providing observational work experience and work-study experience for students and for those who educate them (teachers, counselors and school administrators).
5. Job Placement - Establishing a job placement program for part-time and full-time work.
6. Reaching Families - Educating the families of students about the career education idea.
7. Opening up the School - Having business, labor and service organizations help design the school curriculum and serve in the schools as career development resource personnel.

8. Community Participation - Encouraging the widest possible participation by the community (school, students, parents, labor, service organizations and others) in deciding career education policies.

## CONFERENCE RESULTS

The National Urban Coalition feels the Wingspread conference will have a pronounced impact on the nation's schools and communities, as it brought about, for the first time, an exchange of ideas among those private and government agencies logically concerned with career education. The conference produced, from the exemplary programs presented by conferees, a model program for cooperation in career education among schools, industry, labor and service organizations. A corporate committee was formed to help carry the model from paper into practice. Conference and NUC representatives were also nominated to the National Advisory Committee on Career Education and the National Advisory Committee on Vocational Education.

At the request of President Ford, the recommendations drawn up by those at the conference were forwarded to the White House. The recommendations called for:

1. Creation of jobs to help make career education work;
2. Collaboration at all levels by federal agencies involved in the education and training of young people;
3. Full funding of career education over and above funding for vocational education and other allied efforts;
4. Multilingual, multicultural programs to bring career education to all young people.

The NUC has developed plans for a comprehensive career education program in secondary schools, based on the model developed at the conference, involving the interaction of the entire job community, including industry, labor and service organizations with the schools. The program would be launched on a demonstration basis by NUC affiliates in five selected cities (see "Plans").

At a meeting at the White House early in 1975 with a staff member of the Domestic Council, the NUC was encouraged to move forward with these plans and with its other efforts to stimulate public-private collaboration on career education.

PLANS

If financial support is found, the National Urban Coalition plans to launch career education projects in five coalition cities where this reform is sorely needed. It is seeking $2.5 million from corporations, foundations and the federal government to finance a three-year effort.

The first stage will be the implementation of the career education model, developed at the Wingspread conference, and tailored to meet the specific needs of the educational system and job market in each city. The projects themselves will cover a 29-month period and will be coordinated by the local urban coalitions. They will be broad-based, enlisting the participation of many business, labor and service organizations in each community. One feature will be the operation of a career education information center in each city to serve as a central clearinghouse and retrieval system.

The aim of the five trial projects is to produce a working model career education program for inner-city students which can be profitably applied by cities across the country.

At the end of the five projects, the National Urban Coalition plans to publish a manual on career education, drawing on what has been learned in the five trial cities. This will be a how-to-do-it guide, telling parents and students, school officials, employers and others how to establish a good program.

Meantime, the National Urban Coalition is committed to supporting all collaborative efforts of public and private organizations in the career education field.

NATIONAL CONFERENCE ON CAREER EDUCATION

Wingspread - October, 1974

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